

HIST 5000

Remaking Citizenship Through Warfare in Twentieth Century United States, Europe, and Their Colonies

Spring 2018

Prof. Amanda Nagel

Tuesday 4:00-6:30PM, TH 121

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Office Hours: MW 1:00pm-2:30pm and by appointment

Course Description: As the concept of citizenship continues to expand or contract depending upon perceptions, politics, or new developments, historians continually grapple with understanding this constant transformation. As ideas about citizenship change throughout the twentieth century, there is one common thread: military service. In many ways, military service as a path to a particular type of citizenship is not new, nor has it disappeared from American society. Over the past few decades, immigrants have devoted themselves to military service, which eventually results in United States citizenship. Why has military service become so intertwined with definitions of citizenship? Is there a particular type of citizenship military personnel access that others do not? This course seeks to explore these questions and the historiography of warfare and citizenship in the United States.

Required Readings:

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 2006).

Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven, CT: Yale University Press, 1998).

Joshua A. Sanborn, *Drafting the Russian Nation: Military Conscription, Total War, and Mass Politics, 1905-1925* (Northern Illinois University Press, 2011).

Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (Oxford: Oxford University Press, 2008).

Joe Lunn, *Memoirs of the Maelstrom: A Senegalese Oral History of the First World War* (Portsmouth, NH: Heinemann, 1999).

Francine Hirsch, *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union* (Ithaca, NY: Cornell University Press, 2005).

Cherstin Lyons, *Prisons and Patriots: Japanese American Wartime Citizenship, Civil Disobedience, and Historical Memory* (Philadelphia: Temple University Press, 2011).

Reina Pennington, *Wings, Women, and War: Soviet Airwomen in World War II Combat* (Lawrence, KS: University Press of Kansas, 2002).

Kathleen M. German, *Promises of Citizenship: Film Recruitment of African Americans in World War II* (Jackson, MS: University Press of Mississippi, 2017).

Christopher R. Browning, *Nazi Policy, Jewish Workers, German Killers* (Cambridge: Cambridge University Press, 2000).

Kimberly L. Phillips, *War! What is it Good for? Black Freedom Struggles & the U.S. Military from World War II to Iraq* (Chapel Hill: University of North Carolina Press, 2012).

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, NJ: Princeton University Press, 2004).

Akinyele Omowale Umoja, *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement* (New York: New York University Press, 2013).

Todd Shepard, *The Invention of Decolonization: The Algerian War and the Remaking of France* (Ithaca, NY: Cornell University Press, 2008).

Heather Marie Stur, *Beyond Combat: Women and Gender in the Vietnam War Era* (Cambridge: Cambridge University Press, 2011).

*additional suggested readings available on request – email me if you are interested in the list

Each student is required to complete all weekly readings before each class meeting. Please talk to me if you wish to discuss reading strategies.

Assignments:

Discussion and participation: 30%

 Discussion leader: 10%

 Weekly participation and discussion: 20%

Two book reviews: 20%

18-20 page historiography paper: 50%

 Abstract: 10%

 Annotated Bibliography: 10%

 Historiography Paper: 30%

Participation: Participation will be evaluated weekly. All students should make an effort to participate in the discussion in a meaningful and respectful way. Be aware that I may call on those who do not. Each student will lead discussion once during the semester, providing a handout with a summary of the book's argument and questions for discussion.

Book Reviews: You will complete two book reviews of your choosing from the required texts for the course. Each book review is worth 10% of your final grade. The book reviews will be due on the date that the book must be read by as listed on the syllabus. Each book review will include a proper heading, a full citation as the title (including page numbers, index, bibliography/notes, etc.), and multiple sections. Those sections are: Author's Purpose, Chronological and Topical Scope, Sources, Author's Thesis and Main Points, Critique, and Reviews (at least two reviews that appeared in a peer-reviewed journal). The book reviews should be two pages single-spaced, no more, no less, with standard 1 inch margins. One book review will be due by Week 8, with the other due by Week 15.

Historiography Paper: Each student will choose a topic within the scope of the course for the final 18-20 page historiography paper. You will have two interim assignments associated with this paper, an abstract and annotated bibliography. The abstract will be due by Week 3. The annotated bibliography will be due Week 7, with the final paper due during finals week.

Attendance: Attendance is required. In case of an absence, please provide me with documentation and arrange a meeting to discuss the readings you missed. Failure to do so will be reflected in your participation and discussion grade.

Plagiarism and Academic Dishonesty: There will be zero tolerance for academic dishonesty. This includes cheating on exams and plagiarism. Any assignment found to contain plagiarism or cheating in any form will receive a grade of 0% and may lead to further disciplinary actions. For more information regarding the policies on plagiarism, consult the Student Conduct Code.

As you can see, I have little to no tolerance for cheating or plagiarism. You can save yourself and your academic standing by simply not cheating. Please note that cheating is against school policy and is unethical. Plagiarism, however, is against the law. If you have any questions on what might or might not be plagiarism or cheating, please do not hesitate to ask.

Class Etiquette: Silence (do not set to vibrate, but silence) all cellular devices and electronic equipment you may be carrying with you before class begins. Headphones must be taken off and put away before class begins. The noises from these devices are disruptive to the classroom setting. If you answer the phone, use an electronic device, or listen to some form of electronic device during class, this will be a breach of class etiquette. Students should be on time for class. Tardiness is disruptive and distracting to all in the classroom. Please be on time and ready for class to begin by 4:00 PM. During class, I expect all students to foster a space that is conducive to historical debate and learning at all times. Common sense dictates how you should act in such a situation. If you have any questions, please bring them to me as soon as possible.

Student Development: Students with disabilities that have been certified by the Office of Disability Accommodation will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

Class Schedule

Week 1: Nationalism, Identity and Citizenship

Reading: Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*

Week 2: Colonial Ventures as a Means to Identity

Reading: Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*

Week 3: Russian Revolutions and Citizenship Redefined

Reading: Joshua A. Sanborn, *Drafting the Russian Nation: Military Conscription, Total War, and Mass Politics, 1905-1925*

Abstract Due

Week 4: The United States, World War I, and Citizenship

Reading: Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*

Week 5: Senegal and World War I

Reading: Joe Lunn, *Memoirs of the Maelstrom: A Senegalese Oral History of the First World War*

Week 6: State Building in Russia in the Interwar Years

Reading: Francine Hirsch, *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*

Week 7: The United States, World War II, and Internment Policies

Reading: Cherstin Lyons, *Prisons and Patriots: Japanese American Wartime Citizenship, Citizenship, Civil Disobedience, and Historical Memory*

Annotated Bibliography Due

Week 8: Gender and the Soviet Military

Reading: Reina Pennington, *Wings, Women, and War: Soviet Airwomen in World War II Combat*
First Book Review Due by Today

Week 9: Propaganda and Citizenship

Reading: Kathleen M. German, *Promises of Citizenship: Film Recruitment of African Americans in World War II*

Week 10: German Policies and Identity

Reading: Christopher R. Browning, *Nazi Policy, Jewish Workers, German Killers*

Week 11: Defining U.S. Citizenship Through Service

Reading: Kimberly L. Phillips, *War! What is it Good for? Black Freedom Struggles & the U.S. Military from World War II to Iraq*

Week 12: Immigration and Military Service

Reading: Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

Week 13: Resistance Movements and Citizenship

Reading: Akinyele Omowale Umoja, *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement*

Week 14: Decolonization and Redefining Citizenship

Reading: Todd Shepard, *The Invention of Decolonization: The Algerian War and the Remaking of France*

Week 15: Gender and War in Vietnam

Reading: Heather Marie Stur, *Beyond Combat: Women and Gender in the Vietnam War Era*
Second Book Review Due by Today

Final Paper due Tuesday of finals week by 5:00 PM